

Run to the board game: Its implementation in teaching English vocabulary

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ABSTRACT

In the era of globalization, mastering English is crucial for international communication. However, the success of English education in Indonesia is often hindered by limited language skills, particularly in vocabulary, which significantly affects students' comprehension. This challenge underscores the importance of fostering students' motivation to learn, as motivation serves as a key driver for academic success. This study employed a qualitative case study approach to investigate the implementation of the "Run to the Board" game as a method to teach English language skills at a junior high school. Participants were *Kampus Mengajar* batch 4 student teachers. Data collected through observations, interviews, and documentation were analyzed qualitatively. The findings of this study enrich the theoretical understanding of the "Run to the Board" (RTTB) method and offer practical insights for English language educators. This research provides alternative implementations of RTTB to suit diverse classroom contexts and explores the reflections of pre-service English teachers in applying this game. These reflections highlight the challenges and strategies involved in effectively utilizing RTTB, offering a valuable perspective for improving student engagement and vocabulary acquisition through innovative teaching methods. The results are expected to inspire teachers to be more creative in boosting students' self-confidence and addressing vocabulary challenges that impede their English proficiency.

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INTRODUCTION

Mastery of English in the current era of globalization has become a necessity for everyone to be able to communicate and interact internationally. English functions as a tool so that everyone can maintain relations with the international world. Along with technological developments, the use of technology in learning English is increasingly important. Teaching methods that utilize technology can increase the effectiveness of English language learning, as explained by several previous studies. For example, research by [Chen et al. \(2019\)](#) shows that the use of language learning applications can help students enrich their vocabulary and improve their speaking skills. Apart from that, technology-based learning theories also emphasize the importance of integrating technology in teaching to create a more interesting and interactive learning experience for students. As a means of international communication, English has an important role in relations with the international world, technological

developments, and the era of globalization, which requires everyone to be able to master more than one language, including English (Munadzdzofah, 2018). Thus, Indonesian education applies English as a language lesson to support developments in this era of globalization. This is because the role of English plays an important role in developing science, including for Indonesia as a developing country.

English language skills in Indonesia can be said to be weak. English education in Indonesia has been provided from middle school to college level, but in reality, there are still many students who show minimal mastery of vocabulary in English. This can cause students' low ability in subjects related to the four capabilities in English, including listening, speaking, reading, and writing. Therefore, skills are needed, including vocabulary, to be able to improve English language skills well (Yuliza et al., 2022). Thus, students can adapt to developments in technology and science so that competent educational products can be created in line with international developments.

Vocabulary plays an important role in a person's ability to master English. Lack of vocabulary mastery can prevent students from understanding English lesson material. There are several factors that cause students to have difficulty understanding English lesson material. The first factor is that English is not their mother tongue, but a foreign language (Handayani, 2016). As a foreign language in Indonesia, it is normal for students to find it difficult to learn and understand English at all levels of education. The second factor is students' limited ability to master English vocabulary, which often becomes an obstacle in every English lesson. Many students find it difficult to understand the material taught because their vocabulary is limited. Several factors contribute to this limitation. One of the main factors is a lack of engagement in reading and literacy activities, which are essential for expanding vocabulary. Without regular exposure to reading material, students struggle to discover and internalize new words. Another factor could be low motivation or lack of interest in learning English, which often leads to a passive learning attitude and lack of practice. Apart from that, external factors such as laziness or less effective teaching methods can also contribute to students' limited vocabulary.

To overcome this problem, the use of games as a learning method can be very effective in helping students improve their English vocabulary. One type of game that can be used is the Run to the Board Game, where students have to compete to write words that fit certain categories on the board. These games can create a fun and competitive atmosphere, which motivates students to learn and remember new vocabulary in an interactive way. Additionally, these games help students use words in a wider context, which will improve their speaking, listening, reading and writing skills. By including Run to the Board Game in language learning, students are more likely to develop a broader vocabulary, which will ultimately improve their overall English skills.

Donmus (2010) states that the value of educational games has been increasing in language education since they help to make language education entertaining. Rahayu and Riska (2018) explain further that games can be a medium that will have many advantages for teachers and students. From the explanations of these two researchers, it can be concluded that games can be a fun teaching medium and can provide benefits for both teachers and students in increasing knowledge and understanding. In theory, Huyen and Nga (2003) state games add to vocabulary learning if students have the opportunity in a pleasant environment to learn, practice, and review learning English.

Run to the Board (RTTB) is a game choice that can be used to motivate students to be more enthusiastic about learning and expand their vocabulary. RTTB is an educational game that is usually used in learning English (Prensky, 2011). The game aims to expand students' vocabulary regarding a particular theme and to increase students' curiosity. Determining the theme in the RTTB game depends on the material provided by the teacher, this is important because it is the initial foundation for students so that they can easily follow and understand the material being taught (Sandy & Hidayat, 2019). This game is played by dividing students into four groups. Each group will compete to write as much vocabulary as possible in the columns provided on the whiteboard owned by each group, with a predetermined time limit. In each group, all members must participate in the game and will get at least one opportunity to write vocabulary on the board.

The RTTB game is an active learning method that involves students' physical participation to increase engagement, collaboration, and understanding of the subject matter. In this game, students

are divided into teams and allowed to run to the board or whiteboard after receiving certain instructions. Each team is responsible for writing words or information related to the given lesson topic. The process usually involves several steps, such as providing the topic to the students, dividing the whiteboard into two parts (one for each team), giving each team different colored whiteboard pens, and setting certain rules, such as a specific time to write. The "Run to the Board" game brings several learning benefits (Boggan et al., 2009), including: Physical Activity: Encourages students' physical involvement, which can increase energy and engagement in learning; Collaboration and Teamwork: Fostering cooperation and teamwork among students in achieving a common goal; Creativity and Quick Thinking: Stimulates creative thinking and quick-thinking skills through the creation of related words; Reinforcement of Material: Helps strengthen students' understanding of the subject matter by linking information to the words they write; Motivation Through Competition: Provides an element of competition that can increase students' motivation to actively participate.

The implementation of the RTTB game is to motivate students to be more enthusiastic about learning English. On the other hand, it can increase students' self-confidence because they already have sufficient vocabulary from the game activities, so they can understand the teaching material provided easily. Students' lack of vocabulary is an obstacle to being able to master learning material in English. This also happened in class 8 at SMP 45-3 Kedungpring when the researchers observed the class during Kampus Mengajar batch 4 practice. It is still found that they find it difficult to understand the material due to the lack of vocabulary mastery.

One identified shortcoming from three previous research articles on topics related to the RTTB game (Mifta, 2020; Kusumawati, 2017; Sakila, 2019) is the lack of variation in the research methods used. Although these four studies do not have specific shortcomings, interestingly, none of them applied qualitative research methods. Therefore, the researchers conduct research using qualitative methods, particularly focusing on the RTTB game. Additionally, there has been no research exploring this method with student or prospective teacher subjects. This is relevant because the use of this method in the learning environment of young teachers has not been documented. Since some previous studies focused on effectiveness, this research aims to deepen the understanding of the implementation RTTB game to provide a more holistic insight into its use in the classroom.

The importance of this research lies in its theoretical and practical contributions. Theoretically, this research is expected to be a valuable contribution to the development of the RTTB implementation, enriching insights into this learning method and opening opportunities for a deeper understanding of its implementation. The practical contribution of this research is crucial as it can provide development ideas for the RTTB game, create a more interactive English language learning environment, and offer practical inspiration for teachers on how to manage English language learning at the junior high school level using the RTTB game. Thus, this research has the potential to provide valuable guidance for English education practitioners in the secondary school environment.

Based on the shortcomings identified in previous research regarding the RTTB game and the significance of conducting this research, the primary objective of this study is to uncover the implementation of the RTTB game in a lower secondary school. This research employs a qualitative approach to delve deeply into how this game is applied and how English student teachers at the school reflect on their learning experience. The research questions arising from these objectives are as follows:

1. How is the RTTB game applied in teaching English of Lower Secondary school students?
2. How does the student teachers reflect on their teaching that uses the RTTB game?

METHOD

This research used a qualitative case study research method. A case study is a research method to acquire as much knowledge as possible about a process, program, event, or activity (Wisusanto, 2020). A case study is an investigation into a phenomenon directly within its context, without the researchers making any interventions. In this research, the location is at a Junior High School in EFL contexts. This school was selected because the researchers was participating in the *Merdeka Belajar* program from the Ministry of Education and Culture, specifically the *Kampus Mengajar* batch 4 program.

This research explored the experiences of Kampus Mengajar batch 4 student teachers in implementing the RTTB game. The participants in this study are 2 students from the 5th and 7th semesters of the Kampus Mengajar batch 4 program at SMP Empat Lima 3 Kedungpring. The researchers used a qualitative approach with interviews to gather data from Kampus Mengajar batch 4 students regarding the implementation of the RTTB game. The researchers conducted observations using an observation sheet containing the steps of the RTTB game from the YouTube video "English for Asia". In this context, the researchers observed whether there were differences in the implementation of the RTTB game between the one presented in the video and the one carried out by *Kampus Mengajar* student teachers.

The researchers conducted interviews with two student teachers *Kampus Mengajar* batch 4 who are currently implementing the RTTB game. In this context, the researchers developed reflective questions to assess the success and sustainability of the implemented games. Interviews were conducted using a semi-formal approach to achieve the goal of obtaining detailed data on the implementation of the RTTB game for 8th grade students (Fadhallah, 2021).

Data collection technique

To collect data in this research, the researchers used several methods, including observation, interviews, and documentation, as tools for collecting information. The steps taken in carrying out this research include several stages. First, this research chose two English language teacher students at SMP Empat Lima 3 Kedungpring as research subjects. Then, the researchers prepared questions for interviews with English teachers and tools for observing classes as part of the research instrument. Furthermore, in the observation process, the researchers paid attention to various activities by English teachers during the learning process, especially when using game-based learning methods.

Observations were carried out during the first week of campus teaching assignments. The implementation took place in the 10th week of the campus teaching assignment, especially in class 8A during the 3rd and 4th lesson hours, each lasting 30 minutes (2 x 30 minutes). After the observation process is complete, the next step is to conduct interviews with the English teacher students who have been observed. This interview was conducted on January 10, 2024.

Researchers then analyzed data obtained from observations, interviews, and documentation to understand the learning process in the classroom better. Researchers analyzed the data through several steps to understand more deeply the learning process in the classroom. First, the researchers transcribed and coded data from observations, interviews, and documentation. Next, categorizing the data into themes related to the application of the RTTB game in the EFL context was implemented. The main themes found include the use of games in increasing student engagement, vocabulary mastery, and overall classroom atmosphere. After identifying these themes, the researchers compared the observed practices with the steps in the "English for Asia" YouTube video to see if there were any differences in how the game was implemented. The findings from this analysis are then presented in a research report with clear explanations for each theme. Finally, the researcher summarizes the data, discusses the implications of the findings for English language learning, and provides recommendations for increasing the use of RTTB games in the EFL classroom. The findings from the analysis are then explained in the research report. Finally, the researchers concluded the data that had been collected and explained the implications of their findings for the English language learning context at the school. This information is described in the [Table 1](#).

Table 1

Data collection technique

Stage	Description	Time	Purpose
Observation	Observing English teachers during the learning process	First week of <i>Kampus Mengajar</i> batch 4	Identify teaching methods and interactions in the classroom

Stage	Description	Time	Purpose
Observation	Observing game-based learning methods in class 8A	10th week of <i>Kampus Mengajar</i> batch 4 (3rd & 4th lesson periods, 2 x 30 minutes)	Observing the implementation of game-based learning methods
Interview	Interviewing the English student teachers	January 10, 2024	Get insights and opinions from student teachers regarding the learning games used

Data analysis technique

The data analysis in this research follows the general steps in analyzing qualitative data using the approach proposed by Miles, Huberman, and Saldana (Huberman, 2014) can be depicted in Appendix 1. The research process began by collecting raw data through observation and interviews. The next step was to identify the data that was most relevant to the research question being asked. In this stage, researchers selected data that was considered important for further analysis. Analyzing interview results involves several steps that help researchers derive meaningful insights. The process begins with transcribing the interview data into a textual format, which serves as the foundation for further analysis. The data is then segmented into smaller units, such as sentences or phrases, to facilitate organization and examination. A coding system is developed to categorize these segments into themes or patterns that relate to the research objectives. These codes are applied systematically across the data to ensure consistency. Once the coding is complete, the themes are analyzed to uncover patterns and relationships that address the research questions. The final step involves interpreting the findings within the study's context, drawing connections between the identified themes and the overarching goals of the research. The data that had been collected was then presented using tables or other visual forms to clarify understanding of the information presented. After the data was presented, the interpretation stage becomes crucial in the research process. The researchers examine the data carefully, trying to understand its context, as well as the meaning it contains. This process allows researchers to uncover findings that emerge from the data.

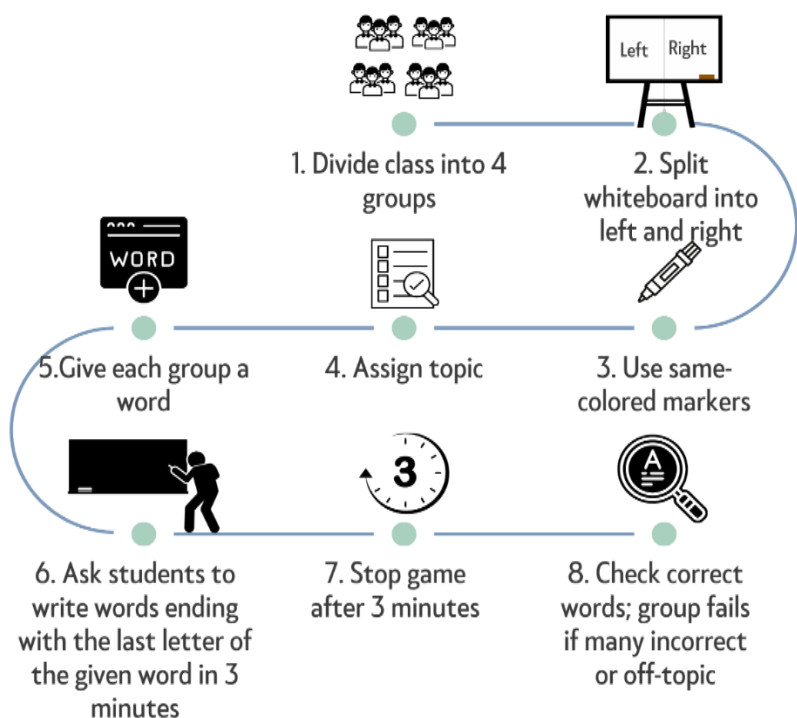
From the results of the interpretation, the researchers then drew conclusions based on the qualitative data analysis that has been carried out. This conclusion is a summary of the understanding of the data and the results of the interpretation that has been carried out. Finally, the researchers prepared research reports that includes findings, interpretations, and implications of the results of data analysis. This report is the final result of the research process carried out and is a manifestation of the research contribution to the field studied.

FINDINGS

The implementation of Run to the Board game

The following is an implementation of the "Run to the Board" game to support the first research question. After observing this game, there are some differences with the implementation of the English for Asia version and *Kampus Mengajar* batch 4 version. Some steps have slightly different variations. Therefore, the researchers concluded and obtained data results according to appendix 2. After analyzing the above observation results, the researchers can conclude the differences in the implementation of the Run to the Board game between the English for Asia version and the *Kampus Mengajar* batch 4 version. Regarding the steps of the Run to the Board game, Figure 1 explains the steps the student teachers apply the activities in the classroom.

The following section provides a detailed explanation of the implementation of the "Run to the Board" (RTTB) game, which relates to the first research question. Based on observations, there are quite clear differences between the RTTB game presented in the "English for Asia" version and its implementation by *Kampus Mengajar* student teachers at school.

Figure 1*Flowcharts of student teacher's activities in implementing RTTB game*

In the "English for Asia" version, the game follows a predetermined procedure, where students are divided into two teams, and each team takes turns to run to the board and write words that fit a given category. The categories are predetermined, and the game takes place with little interaction between the teams other than when it is their turn. In contrast, the *Kampus Mengajar* batch 4 version of the RTTB game has several variations. For example, the categories used are adjusted to the student's level of vocabulary mastery. Researchers observed that in this version, students were given the opportunity to discuss vocabulary words before writing them on the board, which encouraged more interaction between students. Additionally, *Kampus Mengajar* student teachers provide more guidance and feedback during the game, leading to more active participation from students.

The researchers also noted that, while the "English for Asia" version emphasized speed and accuracy, the *Kampus Mengajar* batch 4 version focused more on the learning process, allowing students to reflect on vocabulary before the game began and providing corrective feedback during the activity. These observations lead to the conclusion that, although both versions of the RTTB game aim to strengthen vocabulary learning, the *Kampus Mengajar* batch 4 version includes more interactive elements and a stronger focus on word comprehension. These differences in implementation are explained further in [Appendix 2](#).

Student teacher's reflection on the implementation of Run to the Board game

Teacher problem

The point of the answers from the two sources is that implementing the RTTB game challenges students to think quickly and precisely and emphasizes the importance of regularity and accuracy in writing English vocabulary. Both highlight the rules and procedures for playing the game, including the time to mention or write vocabulary, the prohibition of repeating words, and the consequences for students who cannot answer quickly. Quick and accurate thinking is essential! Both student teachers explain the difficulty and rules of the RTTB game, highlighting the importance of being quick and precise in learning new words.

Student teacher 1: *"The challenge for students in implementing the RTTB game is that students are required to think quickly and correctly."*

Student teacher 2: *"Students must create vocabulary correctly and quickly to add to the vocabulary written by each team so that the team that writes the correct vocabulary will finish the game."*

Student participation

Student teacher 1 emphasized the need for all students to participate in the activity, stating that it was necessary for vocabulary learning using RTTB games. They highlight the division into two groups of equal numbers, fostering active participation and enthusiasm. The goal is to determine which group shows the highest level of unity, ultimately mastering the most vocabulary words. Student teacher 2 echoed this sentiment, emphasizing the need for all students to be involved in the game. They mention preparation for each group to ensure universal participation and promote cohesion and activity in the learning process. The main goal is to engage every student, fostering their enthusiasm and involvement in the learning experience. All students' participation in RTTB vocabulary games is essential to encourage enthusiasm for learning and group engagement.

Student teacher 1: *"We require all students in the class to participate in vocabulary learning using the RTTB game."*

Student teacher 2: *"This game aims to involve all students and encourage their activity in learning."*

Student problem

The point from the answers to the two sources is that students face several obstacles in learning English vocabulary using the RTTB game. Some students need help with thinking quickly, remembering, and pronouncing English vocabulary due to a lack of habit of using the language. In addition, some students may be able to pronounce vocabulary but still need help with correct spelling when writing it. This indicates a limited understanding of English vocabulary can hinder participation in RTTB games. Challenges in vocabulary learning. Both student teachers addressed the difficulties students faced in acquiring English vocabulary through RTTB games, emphasizing the need for vocabulary improvement.

Student teacher 1: *"Some students still have difficulty thinking quickly or have difficulty remembering and pronouncing vocabulary, because they are not used to using English."*

Student teacher 2: *"Because students still don't fully understand the large English vocabulary, they have limitations in participating in the RTTB game."*

Overcoming challenges

The point of the two sources' answers is that through the RTTB game, students can face the challenges of learning English effectively, especially in developing the ability to think quickly, write, and master English vocabulary correctly. Both also emphasized the importance of teamwork in facilitating effective learning. They were empowering teamwork in learning. The two prospective teachers advocated the effectiveness of the RTTB game in overcoming the challenges of learning English vocabulary through teamwork and quick thinking.

Student teacher 1: *"Students can face learning challenges effectively because this game is played so that students can think quickly and can name and write English vocabulary correctly."*

Student teacher 2: *"Students can face the challenges of this RBB model of learning effectively through the teamwork that has been formed so that students can easily write and acquire new vocabulary correctly."*

Student engagement

The point of the two interviewees' answers is that all students are involved in learning using the RTTB game method, although some students may be slow in combining vocabulary endings. The freshman teacher highlighted that although some students may have difficulty combining vocabulary endings, they remain engaged in learning. Meanwhile, the second student teacher emphasized that the use of games aims to ensure the involvement and activity of all students in the learning process. Active engagement through games. Both teacher candidates highlighted the importance of involving all students in the RTTB game, ensuring active participation in learning.

Student teacher 1: *"All students are involved in learning the RTTB game method, although there are some students who are slow in combining vocabulary endings such as Car-Rose-Elephant and so on."*

Student teacher 2: *"The use of games also aims to test their level of activeness in the learning process. In this way, it can be ensured that all students are involved and active in this learning activity."*

Learning objective achievement

The point from the answers of the two sources is that implementing the RTTB game positively impacts students' ability to improve and pronounce English vocabulary. The freshman teacher noted that not all students were proficient in achieving the learning objectives using the RTTB game. However, the game helped them improve their ability to pronounce vocabulary well. Meanwhile, the second student teacher highlighted the group-based strategy used in the game, which allows students who have limitations in mastering vocabulary to be assisted by more advanced group friends. Students can help and support each other in facing complex vocabulary challenges through group collaboration. Collaborative learning in action. Both student teachers highlight the positive impact of the RTTB game on vocabulary improvement, emphasizing peer support and cooperation in facing challenges.

Student teacher 1: *"Implementing the game has an impact on students' ability to improve and pronounce vocabulary well."*

Student teacher 2: *"Through collaboration in groups, students have the opportunity to help and support each other in facing difficult vocabulary challenges."*

DISCUSSION

Based on the results of the study, the "Run to the Board" activity can be effectively implemented depending on the specific classroom situation. This activity, which typically involves students physically moving to the board to write answers or respond to prompts, proves to be an engaging and dynamic way to enhance student participation. Its implementation may vary depending on factors such as the size of the class, the physical layout of the room, and the learning objectives. The activity's success also relies on tailoring its pace and complexity to the students' proficiency levels. By incorporating this activity strategically, teachers can create a lively and interactive learning environment that encourages collaboration, quick thinking, and active involvement. In line with this, using the run-to-board game can motivate students to increase their vocabulary (Aulia, 2022). Run to the board game is interesting because you can learn through play. This is a great way to see how well students remember words learned in previous lessons.

Previous researchers emphasized that the RTTB game is essential for teaching vocabulary, especially for students who have never studied vocabulary and want to learn it. The game "Run to the Board" has emerged as an innovative and exciting method in vocabulary teaching. This discussion explores the effectiveness, challenges, and pedagogical implications of integrating this dynamic activity into the language classroom. By examining the theoretical framework and practical applications, researchers sought to understand how these games can improve students' vocabulary acquisition and overall language skills. First, it is essential to consider the basic principles that make RTTB game an

effective educational tool. Rooted in active learning theory, these games encourage physical movement, quick thinking, and teamwork, which increase cognitive engagement and retention. Research by [Hornby \(1977\)](#) in [Muntari and Megawati \(2021\)](#) shows that learning by doing significantly improves students' ability to understand and remember new words.

Additionally, these games create a lively and competitive environment that motivates students to participate actively. According to Suryani and Rossa, interactive activities like this can break up the boredom of traditional learning methods, making the classroom experience more fun and stimulating. This aligns with [Rahmawati et al.'s \(2023\)](#) observation that students often become disinterested when undergoing repeated reading and practice exercises. Furthermore, RTTB game in vocabulary teaching aligns with the Think-Talk-Write (TTW) strategy. As has been highlighted by [Riansyah and Sari \(2018\)](#) and [Sa'diyah et al. \(2019\)](#), TTW encourages critical thinking, verbal expression, and written communication, all of which are important for comprehensive language learning. By integrating these steps into the game, students learn new words and practice using them in context, strengthening their understanding and use.

Researchers used interviews to determine student teachers' reflections regarding implementing the RTTB game. The results of interviews with student teachers show several aspects. Implementing RTTB games in vocabulary teaching presents unique challenges for students and teachers. As expressed by two student teachers, the main difficulty lies in quick and precise thinking demands. RTTB games require students to quickly generate and write English vocabulary accurately, following strict rules such as time limits, prohibitions on repeating words, and immediate punishment for wrong or slow answers. This setting emphasizes the need for regular practice and precision in vocabulary mastery ([Hornby & Cowie, 1977](#)). These games force students to increase the speed and accuracy of their cognitive processing, which is important for language learning.

Active participation of all students is very important in RTTB games. Student teachers demonstrate the importance of involving each student in activities to create a dynamic and engaging learning environment. By dividing the class into two equal groups, this game encourages a sense of community and a collective effort to master vocabulary. This group dynamic encourages enthusiasm and ensures that each student actively contributes to the learning process. The involvement of all students helps build a collaborative classroom atmosphere where learning is a shared responsibility ([Yacob & Yunus, 2019](#)). Despite its benefits, students face significant challenges when using RTTB games to learn vocabulary. Some students struggle with the quick thinking required to remember and pronounce English words correctly, mainly due to a lack of regular exposure to the language. Additionally, although some may be able to pronounce vocabulary, they often struggle with spelling accuracy. This problem highlights limited vocabulary knowledge, which hinders active participation in RTTB games. Student teachers emphasized the need for continued vocabulary improvement to overcome this barrier ([Rahmawati et al., 2023](#)).

RTTB games, although challenging, offer an effective solution to enhance vocabulary learning. This game format encourages quick thinking and accurate writing, which are important skills for language acquisition. Additionally, the emphasis on teamwork in the game facilitates effective learning. Through collaborative efforts, students can support each other, making it easier to overcome complex vocabulary. This collaborative approach helps learn new words and builds a supportive learning community ([Rosanti et al., 2022](#)). Maintaining student engagement is critical to the success of the RTTB game. Although some students may find it challenging to combine vocabulary endings quickly, this game ensures that all students remain actively engaged. This active participation is essential for continued engagement in the learning process. Using games as a teaching method tests and increases student activity levels, ensuring that each student is engaged and motivated to learn ([Seaborn & Fels, 2015](#)). RTTB games significantly impact students' ability to improve and pronounce English vocabulary. Although not all students may achieve the learning objectives with the same proficiency, this game helps improve their pronunciation skills. The group-based strategy of the RTTB game allows students to collaborate, with more advanced students helping those struggling. This peer support

system creates an environment where students can collectively overcome vocabulary challenges, improving their language skills (Bai, 2018).

CONCLUSION

"Run to the Board" (RTTB) is an engaging and effective game for vocabulary mastery, using active learning to enhance cognitive engagement, retention, and teamwork. While challenging for some students, it fosters collaboration, improves vocabulary acquisition, and breaks the monotony of traditional methods, making it a valuable tool in language teaching. The implication of this study is that RTTB can significantly enhance student engagement and vocabulary retention, but it requires adaptation for diverse proficiency levels. Future research could explore its long-term impact, effectiveness in other language skills, and compare it with other active learning strategies to assess its broader pedagogical benefits.

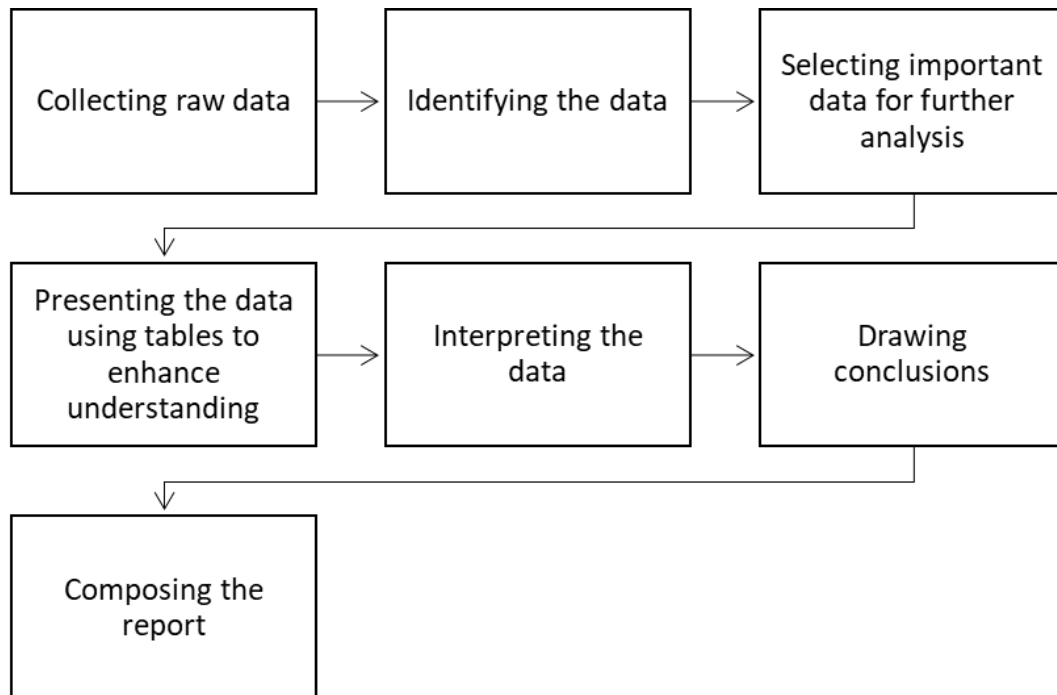
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Appendix 1

Data analysis technique



Appendix 2

The result of observation sheet

No	Activities	Implemented	Not implemented	Description
1.	Step students into two teams and give each team a different color whiteboard pen	✓		Implemented, but the teacher does not distinguish the marker color due to the limitations of learning media
2.	Divide the board into two halves one for each team	✓		Divide the board into two halves one for each team
3.	Give students a topic that they have learnt in a previous lesson. Example: Holidays	✓		Implemented, but the topic given is English Vocabulary in general. so students are not limited to certain topics when writing vocabulary
4.	Instruct the student that in their teams they must take it in turns to run up to the board and write a word that is related to the topics	✓		Instruct the student that in their teams they must take it in turns to run up to the board and write a word that is related to the topics
5.	Once one person has written a word they must give the pen to the next player who must run up to the board		✓	Not implemented, there is an addition in this step, because in English for Asia, students only write down vocabulary. However, in this step, the teacher added a little challenge. Each group has been given a different word. The right group is given the word "Bag," and the left group is given the word "Pen." Each student must write a word that starts with the last letter of the specified word. For example, if the word is "Bag," the student must write a word starting with "G," such as "Glass." Then the second student writes a word starting with "S," and so on until the specified time runs out

6.	After 3 minutes count up the words and the team with the most word wins	✓		Implemented, the time we set is the same as English for Asia
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Appendix 3

Documentation of the implementation of the “Run to the board” game activity.



Figure 2. Female students are currently working on a game



Figure 3. Male students are currently working on a game

Appendix 4

Questions reflection for student teachers:

1. Are there any challenges in the learning activities using the RTTB game?
2. Are all students actively participating in this activity?
3. What difficulties can be identified by students in this activity?
4. Can students who face challenges during this activity overcome them effectively?
5. What is the average level of student engagement in learning using the RTTB game?
6. Can all students can be considered proficient in achieving learning objective?

Source for questions are adapted from (Ferdaus et al., 2023)

Appendix 5

Interview question blueprint

Research Question	Indicator	Sub indicator	Question
How does the student teacher reflect on her teaching that uses Run to the Board game?	Teacher Problem	Teacher Difficulties	1. Are there any challenges in the learning activities using Run to the Board game?
	Student Participantion	Overall Participation	2. Are all students actively participating in this activity?
	Student Problem	Student Difficulties	3. What difficulties can be identified by student in this activity?
	Overcoming Challenges	Success Rate In Overcoming Challenges	4. Can student who face challenges during this activity overcome them effectively?
	Student Engagement	Level Of Engagement	5. What is the average level of student engagement in learning using the Run to the Board game?
	Learning objective achievement	Overall Proficiency	6. Can all students be considered proficient in achieving learning objective?

Appendix 6*Observation sheet*

No	Activities	Implemented	Not implemented	Description
1.	Step students into two teams and give each team a different color whiteboard pen			
2.	Divide the board into two halves one for each team			
3.	Give students a topic that they have learnt in a previous lesson. Example: Holidays			
4.	Instruct the student that in their teams they must take it in turns to run up to the board and write a word that is related to the topics			
5.	Once one person has written a word they must give the pen to the next player who must run up to the board			
6.	After 3 minutes count up the words and the team with the most word wins			

The source of the video is from English for Asia.